



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 310413

DfES Number: 516113

INSPECTION DETAILS

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| Inspection Date | 10/03/2005 |
| Inspector Name | Susan, Helen Spencer |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Early Days Day Nursery |
| Setting Address | 6 Alexandra Road Waterloo Liverpool Merseyside L22 1RJ |

REGISTERED PROVIDER DETAILS

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| Name | Mr Malcom Russell & Mrs Clare Russell 4302672 |
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ORGANISATION DETAILS

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| Name | Mr Malcom Russell & Mrs Clare Russell |
| Address | Flat 23, Lexington 42 Chorlton Street Manchester Lancashire M1 3HW |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Early Days Day Nursery opened in 1990. It operates from three rooms in a large victorian detached residence. The day nursery serves the local area.

There are currently 46 children aged from 0 to 5 years on roll. This includes 14 funded three year olds and six funded four year olds. Children attend for a variety of sessions. The nursery supports children with special needs.

The nursery opens five days a week for 51 weeks of the year. Sessions are from 8:00a.m to 12:30 and 1:30 to 6:00p.m

Eight full-time staff work with the children. All members of the staff team have early years qualifications. The nursery receives support from a teacher from the Early Years Development Childcare Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Early Years Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for communication, language, and literacy as well as mathematical development are strengths, and children make very good progress in these areas. Provision for physical development is well-planned and they make very good progress in this area.

The quality of teaching is generally good. The staff have warm, friendly relationships with the children and manage them well. Communication is a strength, and adults encourage children with questions, and comments, so much animated conversation takes place. The staff provide a wide range of stimulating activities, although they do not always provide challenges for the older children in their planning. Opportunities for personal choice and creativity in free play are not always effective. Mathematics is well integrated into everyday activities and children have an enthusiasm for exploration and investigation.

Staff assess the children's learning against stepping stones and early learning goals and have a useful, workable system in place. They keep records of children's progress which show clearly how children are progressing and these are easily available for parents.

The leadership and management of the nursery are generally good. The manager is a good role model working alongside her staff, and supporting them well. She is well aware of the strengths and weaknesses of the nursery and is supporting the staff in the development of planning. She encourages the staff to attend a variety of interesting training events in order to improve teaching and learning.

The partnership with parents is very good. The staff are clearly approachable, and although most parents are working and not able to spend much time in the nursery, they value the opportunity to talk to staff at the end of the day about what their children have been learning.

What is being done well?

- Staff have good relationships with the children. They help them feel secure, and children demonstrate caring, affectionate relationships with each other. Staff have high expectations and so children behave well.
- The staff promote very good communication skills. They value what children have to say and listen with interest. They comment, question and improve the children's vocabulary, so that children enjoy much animated, interesting conversation about their interests and concerns.
- The staff plan interesting and stimulating activities to encourage children to

think, such as predicting what happens to objects which float and sink. They use a wide range of good quality resources to promote learning in role play.

- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.
- Parents value the progress that their children are making in the nursery, particularly in the area of self-care and communication, language and literacy.

What needs to be improved?

- the organisation of free play activities
- the development of activities to challenge and extend the learning of the older or more able children
- the planning to show more clearly what children are to learn
- the opportunities for children to develop their own creativity

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The planning has been developed in more detail, and it is clear that the staff use their knowledge of the early learning goals and the stepping stones to help them understand what the children are to learn. They use a commercially produced scheme which they adapt for their own purposes. This has had the effect of helping to develop a stimulating curriculum which encourages children to learn in all areas of the curriculum. The planning does not yet show how to provide sufficiently challenging activities for the lively, older children. Staff are generally well-deployed and children enjoy their attention and interest, although sometimes the emphasis on adult directed activities means that children miss opportunities for extending their learning during free play activities. The team is keen to take advice from the teacher from the Early Years Development Childcare Partnership.

The assessment records now show how the children are developing and learning in all six areas. The staff use the local authority Plotting Progress in the Foundation Stage profiles which covers the early learning goals and stepping stones. They sign and date children's achievement, and although it is not always clear what specific activities have been involved a file of their work can be matched to the achievements. This has had the effect of the staff understanding better what children are learning, and being able to share this information with the parents.

Staff training is now a high priority in the nursery and the team are now able to access training offered by the local authority Early Years team. They have attended recent training events such as, Birth to Three Matters, and Planning for the Foundation Stage. These have enabled the staff to see more clearly the progression in learning of the younger children into the Foundation Stage, and how to develop more effective planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are confident in their relationships with each other. They are cheerful, curious and keen to learn. They behave well, responding to adults' reminders about the Big room Rules. They are able to manage their self-care well, for example putting on coats and shoes, and washing hands after going to the toilet. They are generally able to select activities and work independently, but this is sometimes hindered by the organisation of free play.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Children talk happily and fluently about their concerns and interests, for example Nemo the goldfish and Donny the hamster. They listen attentively to stories, enjoying the rhythms and joining in familiar words, and they make up their own stories about 'cow dragons'. Children are able to handle books carefully. Children recognise their own names and are beginning to write well-formed letters. They learn about the purpose of writing when they make appointments in the hairdressers role play.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are developing good skills of counting and recognising numbers up to ten and beyond. Their understanding is reinforced as they count how many children sitting at the table, or how many scoops it takes to fill a bucket with sand. They are beginning to learn simple subtraction when they sing number rhymes such as Five Little Monkeys. They find out the different ways children travel to nursery and make simple graphs of the results. They learn to measure and record their own heights.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children are keen to investigate what happens when items float or sink. They observe their fish and hamster and discuss what they need to eat. They explore patterns in the water, and are planning to visit the marine lake. They are less aware of examination of some aspects of the natural world. They talk happily about their own families, and those from other cultures. They build competently with a wide range of equipment, but do not use tools to assemble and join frequently enough.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move confidently, running and climbing with enthusiasm and good coordination. They learn to balance using rockers and the bridge on the climbing frame, and enjoy sliding down the pole. They learn to work as a group and practise ball control using the parachute. Structured activities promote good skills of throwing and catching. Children use scissors, paintbrushes and pencils with increasing control, and enjoy rolling and cutting playdough. Healthy eating is promoted during snack time.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children draw on their own experiences and develop their imagination playing at babysitting in the home area, and the hairdressers role play. They enjoy making up stories using the small world figures. Planned activities in music and dance help them to develop a sense of rhythm, and they sing familiar songs with delight. Children explore colour, shape and texture when making vibrant, colourful collages but they are not always developing their own creativity in the adult directed activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the planning to include activities which extend and challenge the more able children
- make better use of the free play activities in the curriculum to ensure that children have more opportunities for personal choice
- increase the opportunities for children to develop their own creativity when exploring colour, texture, shape and form

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.